89-05538/

Contents

INTRODUCTION		1
RECOMMEND-ATIONS		4
NOVA SCOTIA YOUTH SECRETARIAT		11
COUNSELLING	Career Counselling	15
	Personal Counsellors	18
	Counselling Outside the Education System	21
EMPLOYMENT & TRAINING	Education & Training	24
	Co-operative Education	31
	Employment Programs for Youth	34
SPECIAL NEEDS	Learning Disabled Youth	38
	Gifted/Talented Youth	43
	Youth on Your Own	45
	Handicapped Youth	49
	Native Youth	50
	Immigrant Youth	53
LIST OF PRESENTERS		54

Introduction

The Government Caucus Committee on Youth was formed at the direction of Premier John Buchanan on January 15, 1988 with a mandate to solicit the views and opinions of young people, leaders of youth organizations, educators, parents, and others directly involved in dealing with the causes and effects of youth issues, and to produce a report for the Premier and Cabinet containing recommendations for government action.

With this mandate, the committee set out on a series of regional public meetings across the province. Through the winter and early spring of 1988, the Committee held public meetings in: Yarmouth, Sydney, Antigonish, Truro, Amherst, Kentville, Bridgewater and Halifax. These meetings generated a great deal of interest among Nova Scotians concerned with youth issues. A total of 85 written and oral submissions were presented to the committee, and it is this valuable input from Nova Scotians which forms the basis of this report.

At the root of the Premier's decision to form the committee was the recognition by government that more can be done to address the short term and long term causes and effects of youth unemployment in the province, and the broader issue of quality of life for young Nova Scotians, both now, and in the future.

The committee believes the contents of this report accurately reflect the major issues of concern to Nova Scotians in the development of youth policy. It is intended to build on the success of departments and agencies currently involved in the delivery of youth related programs and services. The committee has noted that in particular, the Youth Initiatives Office, established in 1985 by the provincial government, has within three years distinguished itself in the field of career counselling and planning, the provision of up-to-date information on the labour market and training programs, and the development of cooperative ventures with business. Building on this solid foundation, the committee has proposed changes to address the need for coordinated action beyond the realm of career preparation and opportunities.

Essentially the committee is concerned with the broad range of issues of concern to youth. These include emotional, social and economic issues.

In order to assist young Nova Scotians in achieving their potential and securing a productive lifestyle, the committee feels government has a responsibility to provide leadership in ensuring opportunities for the overall development of our youth.

Communication, counselling, early intervention and the development of positive attitudes and values are as important as the provision of relevant, flexible and responsive education and training programs in preparing our youth for the future and in addressing the issues of school drop outs, illiteracy, employment and special needs, and it is these fundamental

priorities which are reflected throughout the contents of this report.

While this report was being drafted, a provincial general election was held. During the provincial campaign, the Progressive Conservative Party released a policy paper entitled, "Commitment to Youth", based on the initial findings of the Government Caucus Committee on Youth. These policies were endorsed by the electorate of Nova Scotia.

The caucus committee believes that youth must be viewed as Nova Scotia's most valuable resource. Successful development of our youth is a joint responsibility shared by parents and relatives, government, business and industry, labour, and the community at large.

The committee takes this opportunity to pay special tribute to the many Nova Scotians of all ages whose energy, caring and concern are directed towards the youth of Nova Scotia, and we trust that this report and the recommendations contained herein will receive positive consideration by government and be translated into action for the benefit of our youth.

Recommendations

- It was recommended: That the Youth Advisory Council review and report to Cabinet on the establishment of a Nova Scotia Youth Secretariat with a broad mandate to identify, co-ordinate, and conduct research on youth issues; heighten awareness of youth issues among the general public and within government, and recommend solutions in addressing youth issues.

- It was recommended: That additional career education and career planning, including specific courses where appropriate, be increased in the junior and senior high schools, and in the Nova Scotia Community College. All students should be encouraged to participate fully.

- It was recommended: That the Department of Education and the Department of Advanced Education and Job Training continue and expand their guidance/career counselling services with a view to identifying unmet service needs and take the necessary steps to provide career counselling services throughout the Province based on an appropriate student/counsellor ratio.

- It was recommended: That the desirability for life-long learning and for a healthy lifestyle be stressed in the Province's elementary, junior and senior high schools, and the Nova Scotia Community College.

- It was recommended: That a recognized standard of training be established for career counsellors, and that the role of career counsellor be clearly defined and uniformly carried out in all parts of the province.

- It was recommended: That a new position - that of "personal counsellor" be created in the province's elementary schools, junior and senior high schools and community colleges and that the positions be funded through the operating budgets of these institutions.

- It was recommended: That Provincial guidelines and standards of training for personal counsellors be established and applied throughout the Province, and that the appropriate counsellor training be made available in Nova Scotia.

- It was recommended: That education for a "positive orientation for life" be incorporated into the existing curriculum at the elementary, junior and senior high school levels (eg. Elementary Health and Junior High Personal Development and Relationship); and, that positive attitudes, motivation, building personal self-esteem, crisis and stress management, communications and other life skills be stressed.

- The strategy outlined in the "White Paper On A Community College System for Nova Scotia" was fully endorsed and full implementation of this system within three years was called for.

- It was recommended: That pre-vocational programs be offered to meet student needs both in the public schools and the Nova Scotia Community College.

- It was recommended: That the Department of Education and the Department of Advanced Education and Job Training consider the expanded use of Computer Aided Instruction where appropriate.

- Support was expressed for the on-going analysis being carried out by the Department of Advanced Education and Job Training of all programs being offered in community colleges. The analysis will consider regional labour market demands as a factor in determining course rationalization and specialization in the Nova Scotia Community College system. The analysis will identify labour market training requirements and aim to replace redundant courses with courses for which there is an identified labour demand.

- Support was expressed for the efforts being made by the working group, reporting to the Ministers of Education and Advanced Education and Job Training, to expand work experience/co-operative education programs, provided to students in high schools, the Nova Scotia Community College and universities. It was recommended that credits be granted for participation in these programs.

- It was recommended: That Provincial programs such as NOVA (New Opportunities and Vocational Alternatives), YES (Youth Entrepreneurial Skills) and PEP (Provincial Employment Program) aimed at assisting and encouraging employers to hire students and at increasing opportunities for young Nova Scotians to gain employment experience be continued and expanded. Further efforts should be made to increase the student retention rates in public schools, the Nova Scotia Community College and Universities.

- It was recommended: That assessment be carried out at the Elementary level to identify learning disabled children. Early identification is the necessary first step in helping learning disabled children.

- It was recommended: That the Provincial Director of Learning Disabilities make recommendations on appropriate programs and services for learning disabled Nova Scotians.

- It was recommended that the Learning Disabled Committee be strengthened to include relevant professionals, representatives of appropriate government departments and parents to assess existing programs within and beyond Nova Scotia's borders; develop proposed strategies to promote coordination among LD-related services; stress team work and cooperation with families, and provide support for parents who are coping with learning disabled children in their homes, and increase public awareness of learning disabilities, their symptoms and ramifications.

- It was recommended: That programs of study to better qualify individuals for instruction of learning disabled youth be made available within Nova Scotia.

- It was recommended: That once a child has been identified as gifted/talented, a cooperative effort on the part of teachers, school counsellors, parents, and other segments of the community be initiated to assist the gifted child in pursuing his/her potential. The committee recognizes that this will require the introduction of flexibility in the classroom schedules of these children to allow them time to pursue their exceptionalities, and that this must be done with great care.

- It was recommended: That research into the development of programs to assist gifted/talented youth in maximizing their potential be conducted by the Department of Education.

- It was recommended: That the Youth Advisory Council carry out an assessment of youth (ages 12 - 19) living on their own in order to provide a clear picture of their numbers and circumstances, and investigate alternatives for the provision of special financial support and housing options in certain circumstances.

- It was recommended: That the Department of Education, in cooperation with local school boards, carry out an assessment of programs and services in each area of the province to determine their availability to handicapped youth, and that where inequalities in opportunity are seen to exist, every possible effort be made to overcome them.

- It was recommended: That, where the numbers warrant, an English course be offered in schools for immigrant and native students whose first language is not English --- English as a Second Language.

Nova Scotia Youth Secretariat

In communities throughout Nova Scotia, a host of agencies, departments, institutions, community-based non-profit organizations, youth groups, and individuals are providing a wide range of excellent programs and services to youth. The need, and the opportunity exist to build on these successful efforts, to improve coordination and awareness of programs and services that are available, to improve communications between youth serving agencies, to involve more people in efforts to address youth issues, and to initiate new programs and build on existing successes from Nova Scotia and other jurisdictions.

The committee perceives that there is substantial merit in having the issues and concerns of Nova Scotia's youth represented by a designated minister in the Provincial Cabinet. While a number of departments (ie. Community Services, Advanced Education and Job Training, Education, Small Business Development) and agencies of government are presently involved with youth and youth issues, the advantages of establishing a central youth agency with a minister responsible were repeatedly brought up during the public meetings.

RECOMMENDATION:

It was recommended that the Youth Advisory Council review and report to Cabinet on the establishment of a Nova Scotia Youth Secretariat with a broad mandate to identify youth issues and to heighten awareness of youth issues among the general public and within government, and recommend solutions in addressing youth issues.

Through its activities, and its existence, the committee feels that the Nova Scotia Youth Secretariat should, among other things:

- Provide youth with a strong and direct voice in government.
- Provide a focal point for youth and those organizations and agencies dealing with youth and youth issues.
- Initiate communication and awareness programs.
- Promote awareness of existing programs for youth offered by government, non-profit organizations and the private sector.
- Initiate new programs and encourage the broadening of existing programs and services aimed at youth.
- Establish procedures for listening to youth, and involving youth directly in the formulation of policies and programs for youth.
- Undertake the creation of a Provincial Youth Crops encompassing individual young people and youth groups and organizations to assist in the maintenance of a safe and clean environment.

- Conduct annual needs assessments on a province-wide basis.
- Encourage Nova Scotians at all age levels to become more involved with helping youth through new and existing programs and organizations; i.e. tutoring, peer group programs, involvement in groups such as Scouts and Guides, 4-H Clubs, Home and School, Boys and Girls Clubs, Big Brothers/Big Sisters, etc.
- Promote more cooperation and coordination among government, the private sector, and youth serving agencies with the aim of providing programs and services for youth that are flexible and responsive to the needs of Nova Scotia's young people.
- Address the broad area of constructive leisure time pursuits for youth and extra-curricular activities.
- In concert with the Youth Advisory Council, organize and conduct the first Nova Scotia Youth Conference. Youth, churches, minorities, volunteer and community organizations will be invited to participate to fully express their aspirations and concerns.

The committee recognizes the success that has been achieved by the province's Senior Citizens Secretariat in addressing the issues facing a particular segment of the population, and suggests that agency stands as an excellent model after which to fashion the Nova Scotia Youth Secretariat. As such, the Youth Secretariat would operate separately of any government department, providing instead a focal point for issues of concern to youth.

In keeping with the tradition of appointing youth representatives to various boards and agencies of the provincial government, such as the

Student Aid Advisory Committee and the Youth Advisory Council, the appointment of young Nova Scotians to the Youth Secretariat would be crucial to its success.

The Youth Secretariat is seen by the committee as a small, pro-active agency whose primary functions are listening, establishing an information base, coordinating, communicating and initiating programs.

Counselling

The broad subject of counselling for youth received more attention than any other single topic in the committee's public meetings. Those addressing various aspects of the counselling issue were unanimous in their view that a greater emphasis on counselling would go a long way towards providing needed help for young people facing a wide range of difficult choices and circumstances.

The counselling issue can be broken down into three distinct categories; career counselling, social and emotional counselling, and counselling for youth outside the education system.

CAREER COUNSELLING

Effective career counselling should accomplish a number of things. To begin with, students should have a realistic view of their abilities and interests before they reach senior high school. The committee agrees with those who made the point that students should be exposed to career choices at the junior high school level so that they can be sure to take the courses that will lead them in the direction they want to go.

In the Public School Program, there is a listed course called "Creating a Career 311". Currently, students may select this as one of their 16 courses required to obtain a School Leaving Certificate. Such a course can teach students to focus on long range planning towards a challenging career.

RECOMMENDATION

It was recommended that additional career education and career planning, including specific courses where appropriate, be increased in the junior and senior high schools, and in the Nova Scotia Community College. All students should be encouraged to participate fully.

It was felt, and the committee agrees, that Career Counsellors should be encouraged to approach students at the junior high level and explain their role and how they can help students plan a course of study that will lead them towards the range of career choices that they desire and are most appropriate for them.

There is a problem with students reaching grades eleven and twelve, and suddenly discovering that doors to some careers are already closed to them because they didn't take the proper courses.

Guidance or career counsellors should also have a good grasp of the present and future requirements in the job markets. They must be able to analyze the potential of the student, match it to where the training

opportunities exist, and know how to help the student access those opportunities.

In schools where the proper ratio of guidance counsellors to students exists, and where those individuals are permitted to be full time guidance/career counsellors, the role of the guidance counsellor is being effectively carried out. There are, however, too many instances where these counsellors are carrying a workload of teaching and other duties unrelated to guidance counselling leaving them insufficient time to properly respond to the counselling needs of students.

RECOMMENDATIONS

It was recommended that the Department of Education and the Department of Advanced Education and Job Training continue and expand their guidance/career counselling services with a view to identifying unmet service needs and take the necessary steps to provide career counselling services throughout the Province based on an appropriate student/counsellor ratio.

It was recommended that the desirability of life-long learning and for a healthy lifestyle be stressed in the Province's elementary, junior and senior high schools, and the Nova Scotia Community College.

It was recommended that a recognized standard of training be established for career counsellors, and that the role of career counsellor be clearly defined and uniformly carried out in all parts of the province.

Career counsellors must have the time and the training to deal individually with students. They must be able to initiate contact with students rather than waiting for students to come to them, and they must keep themselves up to date on the requirements of local industry, province-wide and global trends, and the requirements of community colleges and post secondary institutions. They must constantly be looking for innovative approaches to educate students about the career choices available, and what is required to pursue those careers.

PERSONAL COUNSELLORS

Beyond the role of career counsellor, there arose in the public meetings a very clear need for personal counselling services to be made available to students at all three levels of the education system.

At each and every public meeting, the point was made again and again that the biggest problems faced by our youth are in the area of personal development and relationships. The committee is in full agreement with the many people who advised that youth need professional counselling in the school to help them cope with problems arising from such things as severe

learning disabilities, behaviour disorders, unstable or abusive home and family situations, negative peer pressure, sexuality, drugs and alcohol, fear of AIDS, truancy, low self-esteem, lack of motivation, feelings of hopelessness, concern about school grades and suicide.

It was felt that the best place to reach these young people and to help them is in the school, but there is no formal structure in place province-wide to give them the kind of help they need. They need psychological and emotional counselling. They need positive reinforcement and counselling on the importance of self-worth and self-esteem, the meaning of work, and how to achieve their potential.

With proper intervention and counselling, beginning at the elementary level, and carrying through to the junior high and high school levels, it was felt that effective change can occur. These young people can be helped to cope, to remain in school, and to better equip themselves for entering the workforce.

Only two school boards in Nova Scotia presently employ school-based social counsellors, Halifax and Dartmouth, but these workers are recognized as providing excellent preventive service in a number of ways. They carry out:

- extended school counselling services;
- an excellent referral service based on knowledge of the whole problem;
- consultation with teaching staff and parents;
- home visits;
- action on discipline problems which are symptomatic;

- follow-up on truancy;
- input regarding suspected cases of child abuse and neglect; and
- advice regarding students either suspended or under the threat of suspension.

These personnel are made available under the provincial funding formula for education, and it is the view of the committee that appropriate funding be provided to extend these services province-wide, as appropriate numbers of qualified counsellors become available.

RECOMMENDATIONS

It was recommended that a new position - that of "personal counsellor" be created in the province's elementary schools, junior and senior high schools and community college and that the positions be funded through the operating budgets of these institutions.

It was recommended that Provincial guidelines and standards of training for personal counsellors be established and applied throughout the Province, and that the appropriate counsellor training be made available in Nova Scotia.

It was recommended that education for a "positive orientation for life" be incorporated into the existing curriculum at the elementary, junior and senior high school levels (eg. Elementary Health and Junior High Personal Development and Relationships); and, that positive attitudes, motivation, building personal self-esteem, crisis and stress management, communications and other life skills be stressed.

The Department of Education was commended for its recent work in implementing a personal development and relationship program at the junior high level. This was considered a step in the right direction.

COUNSELLING OUTSIDE THE EDUCATION SYSTEM

Many young people who have either dropped out of school, or found themselves unemployed, unemployable, or otherwise in difficult circumstances after graduating from school are in need of both career counselling and personal counselling as well.

In its public hearings and research, the committee was made aware of some of the excellent work being done for these disadvantaged young people by departments and agencies of government, as well as community organizations such as churches, the YMCA, YES Canada, the Industrial Cape Breton Youth Employment Opportunity effort, the MicMac Learning Centre, the Cobequid Multi-Service Centre, the Dartmouth Work Activity

Society, the Sackville Training and Employment Program and others. The Youth Initiatives Office has been at the forefront of recent efforts to provide career workshops, training in life skills, and career assessment to these young people.

In nearly every case, the programs and services being offered are filled to capacity, and have long waiting lists, and it was felt that in light of the successful results that these efforts are achieving, greater emphasis must be placed on expanding community-based government and non-government programs to provide counselling services, academic upgrading, instruction in life skills and pre-employment training.

It is the view of the committee that the Nova Scotia Youth Secretariat should work with the Youth Initiatives Office to maintain an up to date inventory of these programs, and the potential demand for them in areas throughout the province, recommend to government those programs which require greater assistance, and identify those areas of the province which are not properly served by community-based programs and services.

Employment & Training

The continuing infusion of well-trained, dynamic and committed young people into the provincial work force is the most important ingredient in ensuring Nova Scotia's success in the years ahead. In the age of information and technology, we must continue to ensure that appropriate training and education are provided to furnish young people with the necessary tools to compete successfully for employment opportunities.

Despite substantial success in recent years in creating new jobs and reducing unemployment in Nova Scotia, the rate of youth unemployment is still disproportionately high, and this was one of the fundamental reasons for establishing the Government Caucus Committee on Youth. The committee believes that the opportunity for young people to secure meaningful employment should not, and can not, be divorced from the broader aim of providing young people with an enhanced quality of life.

The most effective way to combat unemployment is through training and education. By developing skills in our young people which meet labour market demand and by creating a reservoir of talented, well-trained youth, new industries and businesses will be more likely to locate in Nova Scotia. Furthermore, the potential for new local enterprise to be launched within

Nova Scotia will also be that much greater.

This section of the report is focused on existing institutions and programs to prepare youth for employment and how these resources can most effectively be used.

EDUCATION AND TRAINING

The committee detected a real sense of confidence among presenters that implementation of the community college network, as outlined in "Foundation for the Future: A White Paper on a Community College System for Nova Scotia" will provide new and expanded opportunities for youth and adults to engage in life long training and education. In particular, upgrading, training of trades assistants, and modular programs will provide new training opportunities for youth.

RECOMMENDATION

The strategy outlined in the White Paper on a Community College System for Nova Scotia was fully endorsed and full implementation of this system within three years was called for.

The committee is greatly encouraged by the recent allocation of $3 million in provincial funding to help implement this system.

Drawing on information obtained through the public meetings, the committee has identified several points, some of which were covered in the White Paper, but are important enough to be reiterated, and others which were not addressed. They include suggestions for:

- uniformity in course content among training institutions;
- pilot projects in schools to allow females to enter non-traditional trades;
- vocational schools currently being run by amalgamated school boards to be put under the control of the Minister of Advanced Education and Job Training, along with technical institutes;
- community colleges to draw on and interact with resources of industry in developing curriculum and programs.

Credit was given to the government's strategy, as outlined in the White Paper for community colleges to offer opportunities for students who are not legally old enough to leave school, but who are not advancing academically, to enter into skills-training and job oriented programs for positions such as janitorial services, kitchen helpers, construction helpers, housekeepers, etc. Furthermore, the committee fully endorses the inclusion of programs to train trades assistants within the community college structure. These programs will provide more options for individuals who are unable to meet the academic standards of the trade and occupational programs. It is the committee's hope that these programs will reach young people who have in the past had the greatest difficulty securing meaningful employment.

The committee learned about other successful initiatives for academically disadvantaged youth which could link into the community college system. The committee suggests that these programs be expanded in order to prepare the greatest number of people for further training, either in community colleges, universities, or technical institutes. In particular, pre-vocational programs such as the Intermediate Industrial Program now being offered in some junior and senior high schools and some vocational schools, provide young people, who might otherwise founder educationally, with the opportunity to realize their career goals. These programs have been especially effective for students who are not academically inclined, but who are proficient in more hands-on, visual, non-verbal types of learning situations. An innovative program has been developed at Lunenburg Regional Vocational School which offers junior high students a combination of academic upgrading and occupational skills training. Once students complete these programs they may apply for entrance to senior vocational programs, return to district schools or enter the labour force.

RECOMMENDATION

It was recommended that pre-vocational programs be offered to meet student needs both in public schools and the Nova Scotia Community College System.

Wider use of this approach would help to address a concern that entrance requirements for the new community college might preclude a segment of our students from being able to attend. However, the committee feels that through initiatives such as intermediate industrial programs and other pre-vocational programs, a greater number of students could be brought to a level which would enable them to qualify for trade courses or provide them with employable skills.

The committee feels that one of the greatest advantages of the proposed community college system is that training and educational opportunities will be developed according to the specific labour and employment demands in each region of the province.

Although there are excellent programs currently being offered in some universities and colleges in Nova Scotia in the primary resource sectors, such as farming, fishing and forestry, the committee clearly sees the need for these programs to be more accessible on a regional basis. These industries are the backbone of our economy and in order to remain competitive, young people must be trained in the most up-to-date techniques and in using sophisticated machinery and technology. However, because of the distance young people must travel and the cost involved in boarding away from home, these programs are not as accessible as they might be. It is our hope that through the proposed computer communication network, community colleges will address this gap in program delivery.

The committee believes that modular programs, which permit individuals to work independently and advance at their own pace, would be an effective way to offer training in these instances. Easy entry and exit and flexible scheduling are a prerequisite for success in these programs. The White Paper on Community Colleges has acknowledged the appropriateness of modular training in apprentice programs. The committee suggests that further study be given to the possibility of extending modular training to other areas of study, such as the resource sectors.

As modular programs are being used successfully in other jurisdictions to provide a broader range of training opportunities, the committee feels that more attention should be focused on their appropriateness in Nova Scotia. The White Paper pointed out that information and instruction in the latest developments and new technology in trades and industries could be provided through such means as computer software, video cassettes, and a lending library.

The committee, backed by input from the public meetings, is especially impressed by the potential of computer assisted instruction (C.A.I.) to extend modular training. Computer assisted instruction is a method of teaching using small computers, one for each student, to provide individualized pacing and instruction. The committee believes that CAI has displayed sufficient promise to warrant broader application.

RECOMMENDATION

It was recommended that the Department of Education and the Department of Advanced Education and Job Training consider the expanded use of Computer Aided Instruction and other computer related technologies where appropriate.

In our travels throughout the province, professionals working in vocational schools identified a need for students to have access to the most current equipment used in the work environment. With dramatic advances in technology and a shift to a more service oriented economy, some of the equipment being used to train students is no longer relevant in the workplace. Given the high cost involved in purchasing this equipment, the committee recommends that basic equipment should be available in each institution and that training on more specialized equipment be coordinated with industry. Some schools have already established successful arrangements with local businesses and industries whereby the school either borrows equipment for a designated period of time or trains on the equipment in the work environment during off hours. Where this approach has been tried, strong support from business and industry has been forthcoming. The committee recommends that further study be given to this alternative.

Currently some programs in vocational schools are outdated while those for which there is an employment demand are not readily available. The

committee stresses the need for new programs to be developed and offered in our schools in areas such as: child care, geriatric care, tourism related opportunities, home-health care and fitness, retail management, managerial/foreman training, professional sales training and others. It is important that as trends change course offerings should too, to keep pace with new training requirements.

RECOMMENDATION

Support was expressed for the on-going analysis being carried out by the Department of Advanced Education and Job Training of all programs being offered in community colleges. The analysis will consider regional labour market demands as a factor in determining course rationalization and specialization in the Nova Scotia Community College System. The analysis will identify labour market training requirements and aim to replace redundant courses with courses for which there is an identified labour demand.

Participants in the public meetings stressed that in the implementation of the community college system and the introduction of new programs, a corresponding increase in opportunities for retraining and upgrading for teachers is necessary. The committee believes there would be a great deal to be gained in formulating a plan whereby instructors could be rotated in and out of the business world at regular intervals. Instructors would benefit

tremendously by having first hand knowledge of the business world and industries would gain by the variety of skills they would bring to the work place.

CO-OPERATIVE EDUCATION

There was a clear indication at each of the public meetings that the government should continue to support and expand employment training schemes, including job-finding clubs, and work experience combined with classroom and socializing experiences. In the committee's view, co-operative education programs can go a long way towards removing the barriers faced by both high school and post-secondary students entering the job market for the first time.

Cooperative education programs offer a combined curriculum of in-school instruction with work experiences. The committee feels that students should receive academic credits for their on-site learning, with knowledgeable teachers monitoring student performance, consulting supervisors at the work site and assisting in the development of related assignments and projects.

In order to integrate these programs into the school curriculum, schools would have to seek innovative approaches to scheduling and programming. The committee recommends that consideration be given to the implementation of flexible alternatives such as a semester system or split-

days within schools so that students may incorporate work experience with classroom instruction.

Cooperative education programs would provide an excellent opportunity for all sectors of our society to play an active part in ensuring that our young people are able to make the crucial transition from school to work. The committee acknowledges the success of these programs where they have been tried in some schools. We recommend that further study be given to expansion of work experience, cooperative education and job shadowing type programs for students in university preparatory programs, as well as to students who are less academically inclined.

The committee acknowledges that interest in co-operative education is already well established in Nova Scotia. The potential of co-operative education programs has been duly noted in earlier provincial government reports such as "A Strategy for Economic Development: Building Competitiveness", "The Report of the Royal Commission on Post-Secondary Education" and most recently in "A White Paper on a Community College System". In fact, Nova Scotia this year hosted the annual conference of the Co-operative Career Work Education Association of Canada. The committee is encouraged by the recent appointment of the Taskforce on Co-operative Education, which will hopefully flush out difficulties and pave the way for broader use.

RECOMMENDATION

Support was expressed for the efforts being made by the working group, reporting to the Ministers of Education and Advanced Education and Job Training, to expand work experience/co-operative education programs provided to students in high schools, the Nova Scotia Community College and universities. It was recommended that credits be granted for participation in these programs.

The committee strongly endorses a partnership approach involving business/industry, labour, government and educators in developing new approaches to education and job training. Through a collective effort, the committee is confident that the transition of youth from education to work can be made smoother. The committee is in favour of initiatives such as the Industry-Education Council, currently operating in some regions of Ontario, whereby the council assists schools in matching community resources with student and teacher needs.

Since more and more businesses and industries are conducting their own training programs for employees, the committee supports the concept that a provincial public relations calendar be established in which the names of businesses and corporations willing to speak to students would be listed. This would be an excellent way to expose students to a broader range of career options and it would furnish them with first-hand advice on the

employment needs of various industries.

EMPLOYMENT PROGRAMS FOR YOUTH

The committee acknowledges the provincial government's leadership in working with the private sector and those involved in all aspects of the education system to prepare youth for today's workforce and to generate opportunities for employment.

Federal/provincial cost-shared programs such as Project Nova, the Work Orientation Workshop (W.O.W) and the Student Educational Experience Development Program (S.E.E.D.), are successful and should be expanded to accommodate a greater number of young people.

The Provincial Employment Program (P.E.P.) has made a considerable impact in accommodating the summer employment needs of students. The committee recognizes the need to expand P.E.P., particularly two of the most promising and increasingly popular components, the Youth Entrepreneurial Skills Program (Y.E.S.), whereby students can borrow money to start their own business during the summer, and the Job Experience Training for Students Program (J.E.T.S.), in which the Department of Small Business Development subsidizes a private sector employer to hire a student in a job related to their field of study.

With a dual mandate to serve high school students and university students, the Provincial Employment Program is designed with two start-up dates, one in May and the other at the beginning of July. Our committee

emphasizes the need for government sponsored programs to also provide high school students with fair opportunities to secure summer employment. The importance to students of the experience and wages gained in summer employment cannot be over estimated.

Currently in Nova Scotia, the provincial government and community-based organizations sponsor a number of programs to assist youth in preparing to enter the labour force. However, young people, especially those who are most in need of assistance, are often unaware that these services exist. The Nova Scotia Youth Secretariat could play a valuable role in dispensing this information to youth and youth serving groups and agencies. It could also serve as a forum to bring these groups together to share information and to avoid duplication of services.

Several presentations to the committee applauded W.O.W. and Project NOVA as cornerstones in the government's effort to provide practical job training and career counselling for employment disadvantaged youth. As many of these youth lack financial resources and access to transportation, the committee suggests that these programs be made available in more communities in Nova Scotia. Many high schools and vocational schools are already equipped with facilities to handle these types of training programs.

RECOMMENDATION

It was recommended that provincial programs such as NOVA (New Opportunities and Vocational Alternatives), YES (Youth Entrepreneurial Skills) and PEP (Provincial Employment Program) aimed at assisting and encouraging employers to hire students and at increasing opportunities for young Nova Scotians to gain employment experience be continued and expanded. Further efforts should be made to increase the student retention rate in public schools, the Nova Scotia Community College and universities.

Special Needs

While the vast majority of youth are well served by the programs and services provided by the province's education system, there are within the general youth population a number of clearly identifiable groups with special needs. The committee received submissions concerning: Learning disabled youth, gifted/talented youth, youth on their own, handicapped youth, immigrant youth and native youth.

Taken as a whole, they account for a large percentage of the youth who drop out of school each year, as well as a good portion of those who become underachievers in the school system. In a general sense, it can be said that the answers to their problems lie in early identification and intervention; patience, understanding and positive reinforcement from parents, educators, social workers, counsellors and other professionals, and the development of more individualized courses of study which are responsive to their special needs.

While progress has been made in recent years in responding to the special needs of these young people, the fact that the answers are not easy or simple is borne out by the universally-acknowledged progress that remains to be made. Proper responses to the special needs of these young people are seen by the committee as an important challenge for our

province. We believe this challenge can be met with government, business and industry, parents, educators and other professionals working together.

We are told that illiteracy costs our country as much as $10 billion annually, and that twenty percent of our population lack basic reading, writing and mathematical skills. A good indicator of where many of these people end up is revealed in the fact that 65 percent of the inmates in federal penitentiaries are functionally illiterate.

In submissions to the committee's hearings, and in other research, we were very encouraged by some of the innovative approaches being taken both here in Nova Scotia and elsewhere to address the special needs of youth in these categories, and by the dedication and determination of the people involved in these efforts.

LEARNING DISABLED YOUTH

Learning disabled persons are usually considered to have near or above average intelligence. However, for reasons sometimes known and sometimes unknown, there is a gap between potential and achievement. They are all too often misunderstood -- their disabilities misconstrued as lack of intelligence.

Learning disabled children are afflicted with central nervous system disfunctions which may make it very difficult for them to cope with things like: Paying attention, judging time and space, categorizing, remembering,

focusing on one thing at a time, coordinating, sitting still, and handling frustration.

They may have trouble learning what comes easily to most people -- things like reading, writing, spelling, distinguishing left from right, or interacting socially.

Estimates indicate that some 20 percent of the population suffer from learning disabilities. It is worth noting that this is also the same portion of the population which is estimated to be illiterate. This is not to imply, of course, that all people with learning disabilities are illiterate, but there are strong indications that many or most illiterate people suffer from learning disabilities.

Often, the frustration, failure and misunderstanding these people experience in school results in anti-social behaviour, and their eventual dropping out of school, usually at the earliest opportunity. An overwhelming portion of school drop-outs are thought to be learning disabled.

It became clear to the committee that one of the greatest problems faced by learning disabled children is the inability of parents, educators, and others to recognize their problems for what they really are.

RECOMMENDATION

It was recommended that assessment be carried out at the Elementary level to identify learning disabled children. Early identification is the necessary first step in helping learning disabled children.

The plight of learning disabled youth has received increasing attention in Nova Scotia in recent years. In 1979, Landmark East, a non-profit school for learning disabled children and adolescents, was organized through private initiative. In 1982, the provincial government appointed a Coordinator of Learning Disabilities within Policy Board. Since that time, a Director of Learning Disabilities has been appointed within the Department of Education, a consultant to the Maritime Provinces Higher Education Commission has been appointed to explore needs and services available for post-secondary L.D. students, and funding has been made available to establish a doctoral program in Clinical Psychology at Dalhousie University.

RECOMMENDATION

It was recommended that the Provincial Director of Learning Disabilities make recommendations on appropriate programs and services for learning disabled Nova Scotians.

Much of the government-sponsored initiatives to date have involved developing community resources, encouraging self-help, self-education, and 'grassroots' initiatives on behalf of the learning disabled and their families, but there is clearly more which must be done, both within and outside of the education system to respond to the needs of these young people, and their families, and thus address a large portion of our literacy and dropout problems.

With effort, learning disabled children can be taught to deal with, compensate for, and sometimes overcome their learning disability, but to do so successfully requires individualized attention, programming and instruction. The committee believes that it would be unrealistic to expect that the province's education system, in its present form, would be able to respond to the many individual needs of learning disabled children. The education system, and government, do, however, have an important role to play in identifying learning disabled children, providing counselling and referral for these youth and their families, and to the greatest extent possible, developing the kinds of programs necessary to assist learning disabled students.

RECOMMENDATION

It was recommended that the Learning Disabled Committee be strengthened to include relevant professionals, representatives of appropriate government departments and parents to assess existing programs within and beyond Nova Scotia's borders; develop proposed strategies to promote coordination among LD-related services; stress team work and cooperation with families, and provide support for parents who are coping with learning disabled children in their homes, and increase public awareness of learning disabilities, their symptoms and ramifications.

Knowledgeable people in the field of learning disabilities report that there is a shortage of programs for the appropriate training of personnel to deal effectively with learning disabled children. The availability of properly trained and qualified people is, of course, essential to the success of efforts to address the needs of learning disabled youth.

RECOMMENDATION

It was recommended that programs of study to better qualify individuals for instruction of learning disabled youth be made available within Nova Scotia.

GIFTED/TALENTED YOUTH

Gifted/talented children have been defined as "those identified by qualified persons, who by virtue of outstanding abilities are capable of high performance" in one or more fields of endeavour.

It is estimated that 15-30 percent of high school drop-outs are gifted/talented, and other studies have shown that most youngsters identified as intellectually gifted were significantly underachieving. Depression appears common among gifted persons, and there is even some suggestion that suicide appears to be increasing among this group of individuals.

The committee was told that the major educational problem faced by gifted children is that, with a few exceptions, our schools do not presently provide programs that are appropriate for their form of exceptionality.

While it is unrealistic to expect that an education system with staff and resources geared to provide education and training to the mainstream of Nova Scotian youth can also accomplish all that is necessary in responding to the varied individual needs of gifted/talented children, the committee feels that there is, nevertheless, a great deal that can be accomplished with innovative thinking, early identification and intervention, and cooperation between school, parents, business, and other segments of the community.

RECOMMENDATION

It was recommended that once a child has been identified as gifted/talented, a cooperative effort on the part of teachers, school counsellors, parents, and other segments of the community be initiated to assist the gifted child in pursuing his/her potential. The committee recognizes that this will require the introduction of flexibility in the classroom schedules of these children to allow them time to pursue their exceptionalities, and that this must be done with great care.

In many or most cases, these gifted/talented children become frustrated with the pace at which many of their subjects, geared to the mainstream learner, are taught. While coping with frustration is something the committee recognizes everyone must learn in order to become a well balanced person, we feel strongly that more would be accomplished by and for these people by excusing them from some classroom time in courses where they are obviously far advanced to allow them to pursue more challenging and stimulative activities in their areas of exceptionality.

In addition, the committee feels there is value in pursuing the potential for recruiting some of these intellectually advanced students to assist some of those who are finding the course material more difficult to grasp.

The committee feels strongly that between the school, the home and the community, the wherewithal exists to help these gifted children develop, to keep them stimulated, challenged and motivated.

The committee also believes that the Department of Education, in cooperation with the local school boards, should continue to make every reasonable effort to provide for and nurture the special needs of these gifted/talented youth with support staff, curriculum and programming, learning materials and resources.

RECOMMENDATION

It was recommended that research into the development of programs to assist gifted/talented youth in maximizing their potential be conducted by the Department of Education.

YOUTH ON THEIR OWN

These are usually youth in their middle teens who, for a variety of reasons have found themselves on their own facing all of the difficulties of having to fend for themselves without the support system of the family, and all that that implies.

Independent students have been estimated to comprise six percent of the total high school population in the metro area, but figures for the province are not available.

A group of independent students from Halifax West High School made a presentation to the committee at its Halifax meeting, and they made some very cogent points and suggestions.

They noted that a group of approximately 20 independent students at the school had begun attending meetings of a fledging Organization of Independent Students in search of a peer group support network.

They described the toughest problems faced daily by independent students as being: Financial support, loneliness and alienation, being your own motivator, staying in school, and finding a place to live.

To make ends meet when the money runs out, it has been reported that some independent students have been driven to steal, gain wages "under the table", cheat on social assistance, panhandle and prostitute.

It was clear to the committee that these independent students place a great deal of importance on continuing their education, and they are prepared to make considerable sacrifices of even basic daily needs to maintain themselves in school. In a number of cases, they are young people who have left school, only to return after experiencing the harsh realities of life in the unskilled labour market.

In many cases, these young people are carrying a full course of studies at school during the day and working long hours at low paying jobs during the night to make ends meet. They must maintain a household of some sort, and in many cases, they do not qualify for social assistance. Proper nutrition is a problem for them, as is general fatigue from simply trying to do too much.

These young people find themselves on their own for many reasons. They are youth who have been put out of, or have walked away from the family home under any number of circumstances. They are young people who have come to the city to find work, or simply to get out of a small rural community. They are mature students seeking to better themselves by returning to school, and they are immature young people who, through wilfulness or irresponsibility have made it virtually impossible for their parents to keep them at home. They include victims of all forms of child abuse, both in their family homes and in foster homes; and to a lesser extent, they are the children of well to do families who have provided them with furnished apartments, cars and a reasonable living allowance.

Many find the pressures of maintaining themselves and carrying on in school too much to bear. Unable to return to families or foster families, they often find dropping out of school the only alternative if they are to gain enough money to provide themselves with even the essentials of food, shelter and clothing. Without the knowledge and skills that an education provides they are doomed to a life of menial, non-skilled jobs, and they become prime candidates for criminal activity.

We must live with the fact that if a teenager who reaches the age of sixteen leaves home, or is put out, there is no legal means to have them returned. The committee believes very strongly, however, that great care must be taken in addressing the issue of youth on their own in order to ensure that any steps taken do not result in more youth leaving home or being put out.

The approach to dealing with youth on their own must be two dimensional. There must be a preventive dimension as well as a provisional dimension. With the availability of proper school-based counselling services, positiveiy oriented peer group support, and genuine efforts on the part of youth and their families, the committee believes strongly that many cases of youth ending up on their own can be avoided, and indeed, that many youth now on their own could be reunited with their families.

In those cases where families simply do not exist, or where reconciliation is either impossible, or not in the best interests of the child or the family, steps must be taken to help provide for the needs of these young people, again, without encouraging independence as an attractive alternative for young people and their families who simply may not be getting along.

The committee applauds the motivation of the independent students at Halifax West High School in forming their own peer group support organization, and suggests that this concept be encouraged in other schools and school districts as well.

The committee agrees that attention should be given to making young people on their own more aware of the programs and services available to them, but cautions that this must not be done in any manner which might encourage family break-up.

RECOMMENDATION

It was recommended that the Youth Advisory Council, in cooperation with the Department of Community Services, carry out an assessment of youth (ages 12-19) living on their own in order to provide a clear picture of their numbers and circumstances, and investigate alternatives for the provision of special financial support and housing options in certain circumstances.

HANDICAPPED YOUTH

The special needs of handicapped youth were identified in several presentations to the committee. These include such things as coping with stress and pain, having unequal access to employment opportunities, and many forms of training, and the extraordinary medical costs faced by the families of disabled youth, especially during the years of rapid growth.

A great deal has been accomplished in recent years in ensuring access to educational and other facilities for the handicapped. The committee acknowledges the Program for the Disabled, a relatively new component of the Provincial Employment Program, as an important step in the on-going effort to encourage employment opportunities for young disabled individuals. As well, the Department of Small Business Development is to be commended for recently establishing the Disabled Entrepreneurs Program, which provides a grant of up to $10,000 for disabled individuals

wishing to start their own businesses.

The committee was made aware that some regions of the province do not have sheltered workshops or comparable facilities to assist mentally handicapped youth in acquiring occupational skills which would improve their potential for employment.

As a general rule, the committee is of the view that every reasonable effort should continue to be made to fully integrate handicapped youth into the mainstream of programs and services for youth, and that to the greatest extent possible, these young people be exposed to the same opportunities for education, training and employment that are available to most young Nova Scotians.

RECOMMENDATION

It was recommended that the Department of Education, in cooperation with local school boards, carry out an assessment of programs and services in each area of the province to determine their availability to handicapped youth, and that where inequalities in opportunity are seen to exist, every possible effort be made to overcome them.

NATIVE YOUTH

The committee acknowledges the rich heritage that Nova Scotia's native

people contribute to our cultural mosaic. We feel that all Nova Scotians will benefit if greater attention is given to increasing awareness and sensitivity to the unique culture and special needs of Nova Scotia's native population.

Many native youth are not able to relate to the dominant cultural values and social attitudes of other young Nova Scotians. In instances where native youth are in the minority in schools, they too often experience a sense of isolation and distance from other students. This attitude is most clearly manifested in the transition of native youth from junior to senior high school. A serious problem is developing throughout North America, whereby native youth are not advancing beyond the junior high level, resulting in problems of low self-esteem and reduced chances of reaching their full potential for employment.

The committee sees a need for special programs to be developed to assist native youth in making the transition from junior to senior high school. One way this could be accomplished is by having native students in grades 11 and 12 "adopt" native students in junior high school to provide friendship and academic assistance to these vulnerable youth.

Some native youth feel they are placed in a "catch 22" situation because even if they do complete high school and advance through university, it is usually at the expense of their culture and/or language. The committee was told that these native youth have better opportunities for employment and career advancement but they experience tremendous loneliness and isolation.

The committee suggests that programs which promote education and that also compliment native culture, would help. Representatives of native groups have stressed that they want to be involved in the process of searching for solutions to the problems they face. An approach which emphasizes teaching through self-help seems to be especially appropriate.

The committee recognizes the work of the Native Learning Centre in Halifax in assisting native youth to improve their academic qualifications so they can obtain employment or pursue further education.

The committee was interested in two projects involving native youth which have been tried in the United States and which should be studied for their appropriateness to the Nova Scotia context. The Indian Youth Leadership Program is an adventure based program geared for native students at the junior high level. It lasts between eight and ten days and is staffed by senior high school native students.

Another innovative program involving native youth is the formation of a Youth Corps in New York. Through membership in this organization, native youth have the opportunity to obtain a scholarship to attend university, in return for performing a wide range of services in their community. This program has been successful in building self-esteem among native youth.

Given that MicMac is the first language of most native youth and most schools only offer courses in English, students are inhibited by a language barrier. These youth have great difficulty understanding what is being

taught in the classroom. As a result, they too often become frustrated and either fall behind or leave school.

IMMIGRANT YOUTH

A parallel can be drawn between the language problems faced by new immigrants and those of native youth. In both cases, these young people are at a disadvantage in our English school system. In the process of making the transition from another country to Canada, new immigrants often experience substantial academic difficulty because they are not proficient in the English language. Some schools offer training in practical skills and language for new immigrants. Where these programs exist, they have been beneficial. The committee emphasizes that special services are required to assist these students in making the cultural transition to Canada and in grasping the English language. This service could be provided by a tutor (teacher/volunteer) during the school year or in summer courses.

RECOMMENDATION

It was recommended that, where the numbers warrant, an English course be offered in schools for immigrant and native students whose first language is not English – English as a Second Language.

List of Presenters

1.1	Patricia Atwood, Guidance Counsellor Shelburne Regional High School
1.2	Phillip LeBlanc Yarmouth Local of the N.S. School Counsellors Ass.
1.3	Robert Harris, Chairman Yarmouth District School Board Secondary Administration Group
1.4	Joe Bishara, Teacher of Work Experience Maple Grove Education Centre
1.5	Martha Cassidy Yarmouth District Council of Home & Schools
1.6	Comite Jeunesse D'Argyle Clarence LeBlanc & Maurice Aucoin
1.7	Grant Raynard, Student Council Yarmouth Memorial High School
1.8	Curtis Zwicker, Student Security Yarmouth Memorial High School
1.9	James J. Stockman, Consulting Forester Forsite Limited
1.10	Millan Fraser, Member Yarmouth Local of the N.S.T.U.
1.11	Committee Submission Yarmouth Local of the N.S.T.U.
2.1	Sandra MacLeod, Masters Student Human Development, Department of Sociology

2.2	Fr. Ray Huntly, Youth Coordinator Diocese of Antigonish
2.3	Jeanette Black C.B. Association for Bright Children
2.4	Sandra MacNeil Individual Presentation
2.5	Kim Gillis, Isabel Waterman, Leslie Joe, Karen Morrison Students -- Holy Angels High School
2.6	Georgina Lacharite Pre-technology Academic Class C.B. Adult Vocational School
2.7	Bernard Tremblay Individual Presentation
2.8	Sister Agnes Cordeau, Principal Holy Angels High School
2.9	Margaret Young, Faculty Advisor Holy Angels High School Debating Club
2.10	Robert MacNeil, Joe Whelan Business Computer Programming Centre C.B. Adult Vocational Centre
2.11	Donné Frison, Executive Director Sydney Boys and Girls Club
2.12	Coleen LeBlanc, Manager Industrial C.B. Youth Employment Opportunity
2.13	Jennifer MacDonald, Executive Director Big Brothers/Big Sisters of C.B. County
2.14	Robert MacLean, School Counsellor Cape Breton District School Board
2.15	Mrs. Ilona MacKenzie, Regional Supervisor Family Services of Eastern Nova Scotia
3.1	Chris VanDenHeuvel, Mike Little Inverness County 4-H Leaders' Council

3.2	Pauline MacIntosh, Monica MacKinnon Antigonish County 4-H Clubs
3.3	Ron MacNeil, Guidance Counsellor Canso Regional Vocational School
3.4	Ray White, Mayor Town of Canso
3.5	Charles MacDonald Guysborough County 4-H Clubs
3.6	Nicole Samson LaFane - Youth Group
3.7	Melissa Thompson, Bernice Williams Pictou County 4-H Clubs
3.8	Cullen MacLeod, Guidance Counsellor Strait Area Education-Recreation Center
4.1	Joanne Bailey, Ancel Langille, Student Council Cobequid Educational Center
4.2	Wendy Faulkner Colchester-East Hants 4-H Clubs
4.3	Margaret Swan, Principal Nova Scotia Teachers College
4.4	David Teasdale Individual Presentation
4.5	Kumar Uberoi, Guidance Counsellor Cumberland County Vocational School
4.6	Fraser Bain, Principal Hants East Rural High School
4.7	Debbie Brown Truro Boys and Girls Club
4.8	Pat Chase, Policy Chairman P.C. Youth Association of Nova Scotia
4.9	Michelle Misener, Executive Director Big Brothers/Big Sisters of Colchester County
5.1	Carolyn Drysdale, Life Member Canadian Home and School Administration

5.2 Daniel Beaton, Student Council President
Cumberland Regional Vocational School

5.3 Garth Rayner, Principal
Amherst Regional Vocational School

5.4 Richard Rothschild
Amherst Regional High School

5.5 Paula McAloney, Student Council President
Springhill High School

5.6 Dave Dinaut, Principal
Parrsboro Regional Elementary/High School

5.7 Barbara Jack
Individual Presentation

5.8 G.M.V. Langille
Personal Submission

6.1 Aidan Dukeshire, Principal
Lawrencetown Consolidate High School

6.2 Blye Frank, Professor
Department of Sociology, Acadia University

6.3 Jane Lutes
Individual Presentation

6.4 Jim Norton, Counsellor
Annapolis Regional Vocational School

6.5 Ray Giffin, Vice Principal
Annapolis Regional Vocational School

6.6 Steven Phinney
Annapolis County 4-H Clubs

6.7 Rebecca Johnson
Kings County 4-H Clubs

6.8 Soheir Nasser
Individual Presentation

6.9 Gertrude A. Bent, Guidance Counsellor
Annapolis Royal Regional Academy

7.1	John Balcom, Principal Lunenburg Regional Vocational School
7.2	Gary Raney, Student Services Officer Lunenburg Regional Vocational School
7.3	Tom Ernst Christmas Tree Association of Nova Scotia
7.4	Joe Feeney, Merlin Gates Chester Municipal High School
7.5	Paul Venoit, Angela Mailman Lunenburg 4-H Leaders' Council
7.6	Paul Venoit, Angela Mailman Shelburne County 4-H Clubs
8.1	Jill Ceccolini YMCA Job Generation
8.2	Steve Andrews Yes Canada
8.3	Brian Tapper Sackville Training & Employment Program
8.4	Burris Devanney & students Halifax West High School
8.5	Irene Drake Smith Mental Health Halifax
8.6	Tom Hillis Dartmouth Literacy Network
8.7	Frank Gibson Dartmouth Work Activity Society
8.8	Bob Lutes Individual Presentation
8.9	Marie Watters Halifax Business Academy
8.10	Dr. Anthony Richards Youth Leadership Council

8.11 Ivan Smith
Retired School Teacher

8.12 Ellie Dowthwaite
Metro Boys and Girls Club

8.13 Patrick Wilmot
MicMac Learning Centre

8.14 Kevin Schwenker
Excel Incorporated

8.15 Judy Pelletier, Executive Director
Atlantic Conference on Learning Disabilities

8.16 Trevor Romkey
P.C. Youth

8.17 Dartmouth School Counsellors

8.18 Laura Khamisa
Cobequid Multi Service Centre

8.19 Winifred Milne
Nova Scotia Hospital